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ABSTRACT

Interviews with 18 superintendents, assistant superintendents, and principals in Arizona schools are presented that illustrate their views on the relationship of community education to the basic functions of the school. Focus is on how community education contributes to the regular, ongoing K-12 curriculum. Administrator responses are directed to these five questions: (1) How do you see community education relating to the overall goals of your school district? (2) How can community education assist the teachers and students at the K-12 level? (3) How can community education assist not only with the K-12 instructional program, but also with other school functions such as communicating with parents and other patrons, obtaining information relative to student needs, and what the community feels the school should be doing? (4) What are some benefits (values) of having the community involved in the school at the K-12 level? and (5) What are some examples of ways the community is involved at the K-12 level in your school district? A brief description of the school district or area served by the administrator's institution or organization follows most of the interviews. (YLB)

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Community Education Proven Practices II

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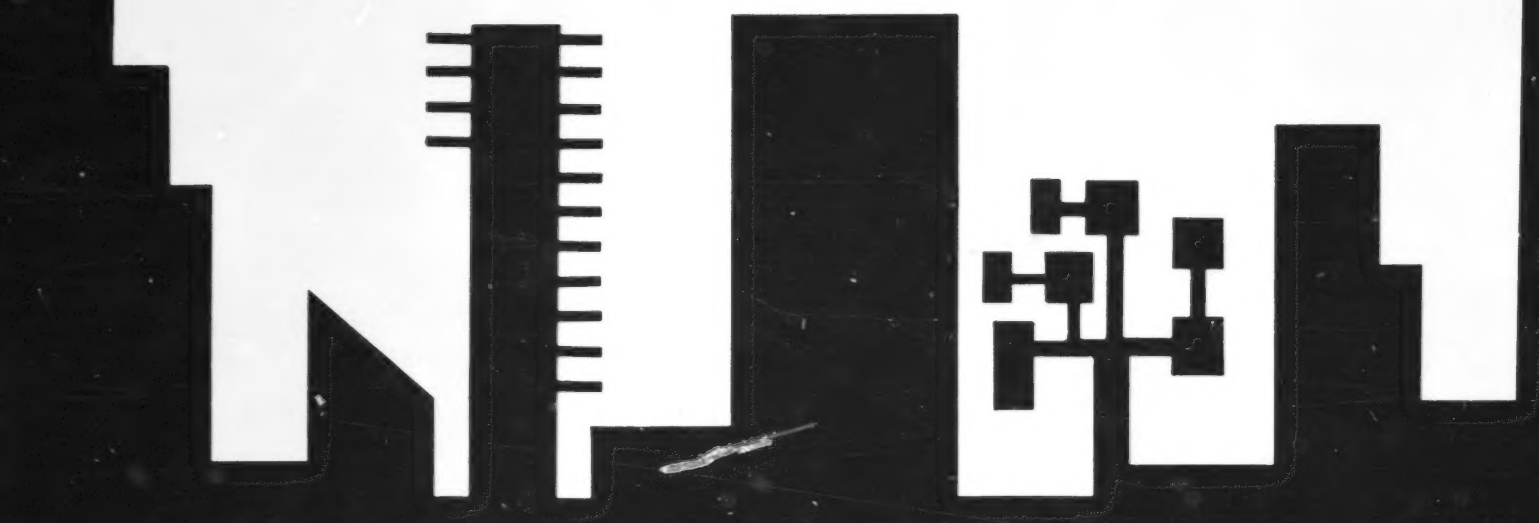
ADMINISTRATIVE PERSPECTIVES: Community Education and the Basic Functions of the School



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Community Education Proven Practices II

ADMINISTRATIVE PERSPECTIVES:
Community Education and
The Basic Functions of the School

Developed pursuant to Grant No. G008006223
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Lettie B. Cale, Project Director

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Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent

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FOREWORD

Community education is a process of a community coming together to identify their problems and needs and devise solutions. This process, which builds on community awareness and a spirit of self-reliance, often results in various educational programs and social services. Using locally available resources and skills, people work together to accomplish what they cannot accomplish as individuals. Through community education, people are able to make education relevant to their needs, and to make their community a better place to live.

The notion of community education has been gaining acceptance throughout the United States. The Community Schools Act of 1974 initiated the federal government's involvement in community education. This was followed by he Community Schools and Comprehensive Community Education Act of 1978. Through these two acts, the federal government is encouraging multiple use of public facilities; involvement of people of all ages; income levels and ethnic groups; identification by the people of the needs and problems; development of a variety of human services; coordination among diverse agencies and institutions to eliminate duplication and multiple funding sources at the local state, and federal levels.

The federal government has placed primary responsibility within the states for the development of community education. A major federal function has been to assist states in developing their capacity to support the growth of commuinty education by administering a state program and providing quality technical and financial assistance to develop local community education programs.

This publication is one of a series of "Proven Practices" developed by federally-funded state and local community education projects. It is our hope that these publications will be useful to others wishing to initiate or further develop community education programs at the state and local levels. In short, the Federal Government is striving, through such activities as the development of these publications, to stimulate community education programs without taking primary responsibility from state and local levels. It encourages self-sufficiency, efficient use of locally available revenues, quality programs and the sharing of information.

An attempt has been made to make the series as easy to read as possible for those interested in using the material in their own community. Each booklet describes the administrative design, and the community education process used to implement the topic area. Problems, defeats, and outcomes reached are addressed. Each one should be complete within itself.

A good understanding of the publication is recommended in order to duplicate the subject area. Should you have questions concerning the information presented, you should not hesitate to contact the project director for further information and clarification. Personnel at the Centers for Community Education are also available to provide help.

We are continuing to provide support to state educational agency grantees in the future for this type of similar activity. Therefore, we would appreciate your comments and suggestions regarding these publications. I hope that they are helpful to you in your efforts. I wish you the best of luck in your community education endeavors.

Ron Castaldi
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INTRODUCTION

One of the goals of the 1980-81 federal grant for Community Education to the Arizona Department of Education was "to develop awareness and understanding of the Community Education concept on the part of school administrators." Recognizing that peer influence was a very efffective means of communicating an idea, superintendents, assistant superintendents and principals in schools with Community Education programs were interviewed to obtain their views on the relationship of Community Education to the basic functions of the school. The increased emphasis on basic skills and ever sharper budget cuts made it imperative to focus on how Community Education contributes to the regular, ongoing K-12 curriculum.

Interviews in person, by phone or through the mail were conducted with nearly 20 administrators throughout the state. The administrators were asked to respond to the following questions:

1. How do you see Community Education relating to the overall goals of your school district?

2. How can Community Education assist the teachers and students at the K-12 grade level?

3. How can Community Education assist not only with the K-12 instructional program, but also with other school functions such as communicating with parents and other patrons, obtaining information relative to student needs, and what the community feels the school should be doing?

4. What are some benefits (values) of having the community involved in the school at the K-12 level?

5. What are some examples of ways the community is involved at the K-12 level in your school district?

After the interviews were written, each administrator had an opportunity to review and edit his/her comments.

Several common themes occur in the comments by the administrators. They see Community Education as vital in improving communication with parents and other residents of the district. Through Community Education, citizens are involved in the budget process, in making curriculum decisions, and in providing enrichment in the instructional process. Community Education extends the use of the facilities to all community residents, thereby building support for the school. The administrators recognize that cooperation with other agencies and organizations provides additional services to enrich the curriculum. Finally, Community Education serves to unify and solidify the community.

We extend our appreciation to the administrators who so generously took time from their busy schedules to share their thoughts with us. We hope their insights will be helpful in developing support for Community Education in your district.

"Community Education Counteracts Resource Reduction"

Dr. Richard B. Wilson
Superintendent
Amphitheater Unified Dist.
Tucson

"Community Education is playing an increasingly significant role in assisting our district toward meeting its overall goals. The Community School Corporation provides an avenue that allows us to financially support special enrichment programs that would otherwise be curtailed due to declining resources. Additionally, our Community School programs provide on-going personnel assistance to our schools through their adult volunteer programs. Adult volunteers are a resource we are using to counteract the effects of increasing class sizes due to resource reductions.

We believe that the kind of broad based community involvement provided by Community School programs assists us incredibly in informing our citizens of our progress and problems. This was validated by the recent passage of the bulk of our bond issue.

Specific examples of Community School involvement at the K-12 level and our school district include volunteer programs, the donation of equipment to schools, a soon-to-be enacted employee incentive program, and the infusion of enrichment activities; e.g., fine arts programs into our schools' curriculums."

* * * *

"The School Reflects the Community"

Dr. William Cihon
Principal, Holaway School
Amphitheater Unified
District, Tucson

"Community Education extends the educational programs all over our district by supporting district goals in a fashion not possible by the schools under legal and financial requirements set by the state. The district has the philosophy of the utilization of the physical plant by the general public as much as possible. The Community School Director has the single authority of using the school's facilities extensively within the parameters of the board's adopted philosophy. This authority allows the facilities to be scheduled so that optimum use is being made by the citizens of their facilities.

Community Education is totally supportive of the educational goals of the district in terms of providing in-service training, bringing in consultants, providing opportunities beyond the limits of the district. When activities are needed beyond limits of the district to provide; for example, bilingual education, timely topics, etc. – the school is naturally concerned. Community schools can forge ahead to make activities available to people far sooner than ordinarily possible in the schools.

In our district, we're at a stage in which we're going to have community leaders involved in each school – a governance board in each school. Those people vitally interested in education will have input, will be involved in each school, therefore, impacting on a total education process. Historically, a representative group of constituents were involved in developing the district's philosophy. We have a district coordinating council made up of representatives of each school. The PTA is involved in advising the superintendent and the governing board. It serves as a clearinghouse for new ideas, activities, problems, and decisions that come to each school. PTA is contacted for their input.

We have also made an effort to communicate with senior citizens to effect change of thought and to gain their support. Senior citizens reflect the true feeling of a great percentage of the population that lives in our district about the school.

In this day and age, the community provides the total financial support and moral support for education. The potential benefits of Community Education are numerous. As an example, Community Education could:

- o take a total community climate survey of on-going attitudes pertaining to functions in the community – the political situation, high interest or volatile items that impact education negatively.
- o be a force for giving much direction to the school in communicating with parents. It serves as a thermometer of feelings, opinions. The information from surveys can be used for future growth.
- o serve as a clearinghouse for community resources.
- o be supportive in the community of new practices going on in various schools, and share information among schools.
- o provide materials and direction for special classes.

- o provide students with experiences which they could not receive in regular classes.
- o allow use of professional skills and talents wisely without wasted motion when in adverse situations.

Ideally the Community Education position should be a part of the highest management level of the district. It affects both the community and the school. Persons functioning in the position need to be recognized for their successes and for the accomplishments of their efforts.

Having the community involved gives solid direction, but shares the risks – more brain power, more experience to pull from, more commitment. If the community reflects the school, schools must reflect the community."

* *

Holaway Elementary is a K-6th grade school serving a population of about 450 students. The population is a great cross-section of people with all levels of socioeconomic spectrum. The majority of the students come from two-parent families but the single parent family is growing in this area. The school plan is attractive and inviting, and a philosophy of resident ownership is promoted. The grounds are used extensively during the evenings and weekends in many child and adult activities.

The school is located at the fringe of the metropolitan Tucson area, having access to urban and rural lifestyles.

"Community Education Develops Community Understanding"

Mr. William Wright
Superintendent
Apache Junction
Unified District

"In our school district, Community Education is viewed as germaine to our mission in education, rather than an append age. It provides us an opportunity to involve the entire community in the educational process.

Community Education plays a major role in the student's educational experience. At all levels, the community serves as a resource center for learning in two ways:

1. by bringing people into the classroom as resource speakers, volunteers, and

2. by utilizing the community as a learning laboratory.

The best way to accomplish this is through a well-organized community education program. Such involvement gives a way to demonstrate that education is a life-long process.

We involve the community at the K-12 grade level in several ways: foster grandparents, volunteers, senior citizen activities, curriculum development task forces, students working in the community both through work exposure and work experience programs, facility planning and usage committees. Community education assists the school by providing a cadre of volunteers which links the school to the community. These volunteers give support service in surveying the opinions, climate of the school district.

The greatest benefit of community education is that the community begins to understand the school setting. The school reflects the community environment. When the community is involved in the school, the needs become more obvious. Building programs and adequate funds are more easily accomplished if the citizens realize the true needs of the school.

Community education is gaining momentum because it makes good sense to infuse the school into the community. Some years ago, the professional educators moved away from parent involvement in the schools. Community education is reversing that attitude. Students need to move in and out of the school based on their learning needs. Through making full use of community involvement, we can eliminate costly duplication of effort."

* *

Located at the foot of the fabled Superstition Mountains, Apache Junction lies on the border of Maricopa and Pinal Counties approximately 40 miles east of Phoenix. The first post office was established in 1950, although there has been activity and settlement in the area since Roosevelt Dam was constructed just after the turn of the century. The population of the area is estimated to be 15,000.

The economy of Apache Junction is based primarily on recreation and retirement. A large influx of winter visitors, mainly retired persons, creates a demand for housing and other services for their needs. Commercial services in the area are oriented toward tourists and recreation seekers on their way to Arizona's central lakes and forests.

The school system serves 2,160 students with two elementary schools, one junior high and one high school.

Community Education Builds Community/School Unity"

M.. Carroll Mosley
Principal
Greenway School
Bisbee Public Schools

"The Bisbee Public Schools are community schools. The district school board adopted a position paper and a policy on Community Education programs. The overall goal of the district is to meet the needs, wants and desires of all residents of the community. Each year Bisbee Community Education adopts goals and objectives to meet these goals.

Community Education helps us in communicating with parents by conducting meetings on a monthly basis in which parents are informed regarding student needs, and discuss programs in progress. At the same time, the parents are given an opportunity to express their ideas and suggestions. Building principals conduct these meetings.

Community Education is involved in several ways at K-12 level in this district. Some of these are as follows:

- o securing volunteers to assist within the classroom.
- o using personnel from the City Library, art galleries and museums to provide in-school activities.
- o offering enrichment programs in arts, crafts and music.
- o providing aides or special help (when funds are available) in critical areas such as classes with large enrollments.

Community involvement with the K-12 level also occurs through field trips and special programs. The City Library sponsors movies and field trips for students. Cochise Fine Arts, Bisbee Arts and Humanities provide programs and field trips. Members of the community with special talents share their abilities with the students.

Another means we hope to use to involve the community is with a $1,500 mini-grant to indoctrinate and train volunteers to assist during school hours. It calls for three workshops which will provide ideas so parents may become involved with their child's reading program.

Community Education, I believe, develops unity and solidarity between the schools and the community. It affords an opportunity to tap the resources of the community for the benefit of the students."

* *

Located in the Mule Mountains of southeastern Arizona, Bisbee has retained the picturesque flavor of the Old West. Copper mining served as the basis of its economy from 1880 until 1975 when operations at the Lavendar Pit ceased. The community residents have been waging a vigorous battle since then to diversify the economic base through tourism and trade. Six miles south of Bisbee is the Mexican border. Tucson is 100 miles to the west, and Silver City, New Mexico is 120 miles to the east. Bisbee's population, which is declining, is estimated to be 6,000.

"Extending the School's Programs into the Community"

Mr. Joseph R. Semones
Superintendent, Cave Creek
Elementary District

"Community Education broadens the scope of the school's program offerings to meet the changing interests and needs of the children and adults in the district. For example, we offer summer programs for children. In the summer school we are able to offer classes to intermediate and junior high school students that are not available during the regular school year. Parents want their children to have these experiences and are willing to pay a fee to provide this opportunity. We are trying to get the older students in the school involved in using community resources to further their education. Community Education serves as a means of learning about those resources. For individuals needing their high school diploma, GED classes are available. There are classes to satisfy the needs of retired people for gainful activity, and special programs for homemakers through Community Education. The school's programs are extended to the entire community.

Community Education taps the pulse of the community in terms of what the community wants. We conduct surveys, present programs, and evaluate results. The people are asked what they want, rather than being told what will be offered. Mailings are sent to every boxholder in the community.

A better partnership with the community is established through Community Education. People need to feel not only do the schools belong to them, but they need to get in to the school. When people are in the school, they see what is happening there. It develops ownership and sells the school to the community. After serving as resource speakers, individuals offer to assist the school in other ways, including financially. Involvement opens the door to more resources.

In turn, the school responds to civic needs. We have half a dozen or more community groups that use the school every night. The Carefree Kiwanis sponsors CPR classes at the school. The Sheriff's Posse also meets there. We try to make access to the school's facilities as easy as possible without artificial barriers.

Community Education generates support and interest in the school. The public knows the school is receptive to community involvement."

* *

Cave Creek and nearby Carefree are recreational-resort communities blending the older historical theme of Cave Creek with the newer planned community of Carefree. Located at 2,500 feet, these two communities are situated in the scenic natural landscape of the Arizona desert foothills approximately 15 miles northeast of Phoenix.

The primary income in the area is through payments of various kinds made to the retired residents. A substantial number of commercial establishments serve the two communities. Tourism, motion picture and television industry also contribute to the area economy.

Approximately 600 students are served in the two elementary schools, and 300 high school students are transported to Valley schools.

"Community Awareness Promotes Community Commitment"

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"The Chandler Unified District operates community education by utilizing the school to offer activities through the City Park and Recreation Department. Community Education processes are used to involve people and gain their understanding relative to critical issues facing this district. For example, a large citizen committee is reviewing the Chandler School District budget. Their charge is to inform the public about the budget prior to an override election. We also survey the school's patrons to learn their perceptions of the school and its needs. As a result of one survey, the block safety program was reinstated in which a large red "E" is placed in windows of homes where a child can receive help in the event of an emergency.

Dr. Thomas Caldwell
Principal, Denver School
Chandler Unified District

Parents are involved in the consideration of instructional materials for their child from kindergarten to grade 6. As part of an extended-day kindergarten program, parents attend training sessions one hour per week, or the child is not retained in the program. During the training sessions, parents learn how to reinforce at home what is being taught in school. Other ways in which we involve the community are: Police-liasion Officer Program; International Student Exchange Program, sponsored by Rotary Clubs; Managerial Committee composed of parents, teachers and administrators at each school; and management guide at each building level to report to the parents on the goals set for the year.

The commitment to the school developed by Community Education is its greatest benefit. It helps to make the community aware of what's happening in the school. The more involvement we have by the community, the more secure the public school is going to be with the advent of the voucher system. If we don't do a better job of communicating with the community, we will reap the consequences."

* * * *

"Community Education is a Bridge to Community Resources"

Mr. Louis Meyer, Principal
El Mirage School
Dysart Unified District

"Community Education offers a tremendous opportunity to assist at the K-12 grade level with our district's emphasis on Basic Skills. A primary example of this is bringing volunteers into the classroom to provide direct assistance to teachers and students in instruction in the Basic Skills. After school enrichment in academic, aesthetic and recreation areas are provided for children by Community Education.

The community has been involved in our school at the K-12 level through:

- a "Human Resource Bank", a file listing local residents with expertise in a particular area who are willing to speak to classroom groups.
- artists from Sun City who come to the school at no charge for a four-week period to give programs. All the students were exposed to a string ensemble, a bell choir, classical guitarist, and dancers.
- the Community Action Program (CAP) office counselor works with our students providing a service the school doesn't offer.
- security is provided for all school events by the Exquisite Low-Riders Club.
- 4-H club activities sponsored by the Dysart Community Center are publicized through the school and our cafeteria is used for their activities.

In turn, the school provides services to the community - for example, when the town of El Mirage celebrated its thirtieth birthday recently, the town manager visited the classrooms and urged the students to participate in the events. The swimming pool is run jointly by the school and community, and the school's playgrounds are used year-round by the city for their activities. In the summer, school buses are used to transport students to the 4-H club fair and to summer camps sponsored by various organizations. The school is used by the Red Cross for emergency shelter and feeding. Community groups know they can use our facilities when they need more space than their facilities have.

Community involvement at the K-12 level benefits the school through:

- a feeling of belonging on the part of community members -- "This is our school."
- increased use of facilities.
- the community members are more willing to protect and use the school's facilities.
- volunteers are more supportive of the school's programs. Teachers feel the greatest value of the volunteer programs is in the public relations effect. The volunteer becomes the school's best ally.

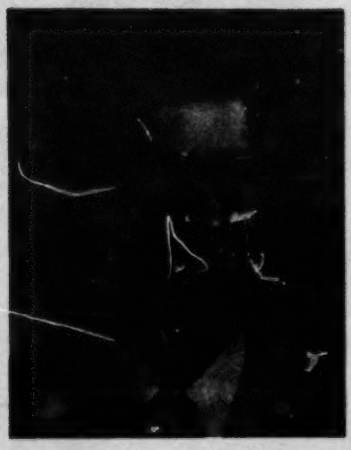
Community Education builds stronger ties with the public schools. It is a bridge to draw upon for resident resources and provide facilities to more people for any number of pursuits. People are more interested in being involved in the school now than previously. They think of the school as their school regardless of grade level."

****

The town of El Mirage has one elementary school which is part of the Dysart School District. El Mirage is located 17 miles northwest of Phoenix, on U.S. Highways 60-70-89 and on State 93. Its elevation is 1,200 and lies in the Salt River Valley. It was begun by Ms. Flores Statler who purchased the land from the State of Arizona in 1938 for cotton farming. Later, it was subdivided for homes. El Mirage was incorporated in 1951.

El Mirage is a bedroom community for Sun City. In January of 1975, 36.9 percent of the populace fell below the poverty level. Over 166 households received supplemental Social Security Income. Many individuals work as domestic or yard help.

"Communication and Cooperation for Educational Excellence"



Dr. David A. Williams
Superintendent
Flagstaff Unified
School District

"The goals of community education and public education are fully integrated in Flagstaff to provide the best education possible for the school age population and continuing education for the community. A full-time district staff member serves as principal of the evening division to ensure continuity between the regular K-12 program, alternative high school credit classes, and community education programs, and to integrate the use of facilities by school and community. These efforts are greatly enhanced by citizen committees, each of which has a special advisory or coordinating function.

A parent advisory committee operates in each public school. Each of these committees has representation on the Superintendent's Advisory Committee, providing the school administration a link with the entire community through neighborhood schools.

The Flagstaff City/School Committee coordinates the planning of parks, playgrounds, libraries and school facility use, thus avoiding duplication of services and resulting in taxpayers' savings. Recent decisions by this committee have resulted in a joint school/public library and joint city/school swimming pool.

The Northern Arizona Business Industry Education Committee acts as a brain trust to coordinate present and future needs of relevant training and placement of school graduates.

These community committees and numerous others provide constant communication for the improvement of the K-12 and related programs. Administrators, teachers, students, parents and total community involvement all share in the Flagstaff school district commitment to educational excellence."

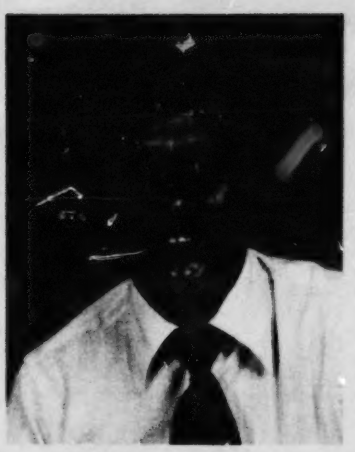
* *

Flagstaff is the largest city in Northern Arizona with a population of approximately 40,000. It is the county seat of Coconino County and the home of Northern Arizona University.

Flagstaff can be described as a highly scientific and educationally-oriented community. Industries include governmental services such as United States Geological Survey, numerous observatories, lumbering, tourism, and a wide variety of private industry and business.

The Flagstaff Unified School District covers some 4,500 square miles and operates fourteen schools serving some 8,400 students. The community education program operates year round serving some 5,000 participants in programs ranging from high school and college credit classes to vocational and enrichment programs.

"Community Education is Total Education"



Mr. Michael Beckman
Principal, San Manuel
High School

"First and foremost, Community Education gives the school and community a unique network through the advisory council. If there is a good advisory council, you have the best opportunity for good solid planning and communication with parents in deciding education goals. The Board is legally bound to make the final decisions, but that group of people can give advice on a variety of school decisions.

The Community Education Program is the liaison with the community. It helps on many political, highly sensitive issues because it has access to the community. The Community Education Director's job is to provide an accurate 'read' on the community to the school administration.

Community Education keeps us flexible. It is so easy to get into a regimented academic program. We put blinders on and view education from a narrow perspective. Community Education brings in freshness, vitality, change – hopefully, in the right direction. It keeps us alive and active. One of the most important aspects of Community Education for the K-12 level is that it becomes a good testing ground for curriculum development – especially in small schools. Community Education is a good place to try things out.

Community Education is also a good opportunity to get parents and kids involved beyond the regular classroom. When we get people into the school and they have a good experience, they feel the schools must be good. Community Education is a way to reach adults without kids. It is our best and least expensive public relations tool.

Through Community Education, residents come in and help out in the classroom by serving as speakers and giving demonstrations. The Community School secured 'Up with People,' an international entertainment and education group, for their winter staging. Everyone in the community became involved in the cultural exchange and music that was a part of the program. Our students take part in hobby and enrichment programs offered after school by Community Education. They also participate in the community college classes conducted at the school.

Shared facilities and manpower is a very good idea. Through Community Education, we are able to share our facilities with ten (10) agencies and we, in turn, use their facilities. Community Education secured all the recreational facilities owned by the mining company and plugged them into the physical education classes of the school. Community Education runs athletes' clinics, band camps, and various other enrichment activities.

Community Education is part of the total education program. Education must become total education in concept. We must get off the stick of pretending we give people knowledge – cable TV can do that. Community Education is synergy – people working together."

* *

In 1954, the Magma Copper Company established the community of San Manuel. Located in south-central Arizona, approximately 140 miles southeast of Phoenix and 40 miles northwest of Tucson, the community has a scenic mountainous setting. The mine, mill, smelter, and refinery are the principal employers of the 12,000 community residents. The Magma Copper Company owns all the housing. The company also provides a hospital, two (2) swimming pools, and parks. The four (4) elementary schools and one (1) high school serve approximately 2,500 students. As the result of recent changes in state school finance laws, the district is facing a severe budget crunch. The Community Education Program was initiated in 1977. The school district provided the salary for the director and a secretary during the first two (2) years of operation. For the past year, the program operated through grants from the copper company, Central Arizona College, Justice Planning Agency, and the Arizona Department of Education.

"Essential For The Existence of Our Schools"

Dr. Douglas Barnard
Assistant Superintendent for
Curriculum and Instruction
Mesa Unified School District

"Community Education serves as a vehicle to strengthen community/school relationships by offering programs desired by the community and involving citizens in all levels of the educational process.

A major goal of education is to serve the educational needs of the entire community and to provide the opportunity for all people to achieve their potential. Community education, through the community school, advisory councils, etc., allows a district to have realistic educational program for every individual.

The community is involved at all levels of the Mesa School District. There are advisory councils, parent groups for different curriculum areas as well as the typical parent organizations. The Community Education Department works closely with the community in the pre-school, night school, summer school and language immersion program which offers supplemental education in English as a second language/migrant education.

Community education assists the schools by providing information through the community school advisory councils and by conducting surveys relative to student and community needs. Such information causes school administrators and teachers to be more sensitive to community needs. This information is then utilized to develop educational programs to meet the identified needs.

Community education assists teachers and students by providing the process for continuous education of all people. The community education process allows for the interchange of ideas and feelings between students, teachers and the community. This not only improves teacher/student relationships, but also builds a solid school/community trust level that results in a strong working partnership for the benefit of all people in the community.

Improved communications that result in a true partnership in the education of our young people and the support of the community in assisting schools with the continuous education of all people are the main benefits of having the community involved in the schools. With open communications and support, the educational process can prepare people to solve the moral, social and political problems that presently face society. Community involvement is not only desirable, it is essential for the existence of our schools."

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Mesa is in the eastern portion of Maricopa Cunty, 16 miles from Phoenix. It is the third largest city in the state. In 1878, Mormons from Idaho and Utah founded Mesa. The city was incorporated in 1883.

The economic base of Mesa is well-developed and diversified. It is primarily a manufacturing city with seven of Fortune Magazine's top 500 manufacturers located there. These include a wide diversity of electronics, clothing, food processing, automotive testing, propulsion equipment and heavy machinery firms. The school system serves 38,500 students in thirty-two elementary, seven junior high, four high schools, and three special schools.

"Meeting the Changing Needs of a New Community"

Mr. George Goldey, Principal
Lake Havasu High School
Lake Havasu City

"Historically, Lake Havasu City is unique. It began in 1963, with the Community Education program starting eleven years ago. We see the Community Education program as a vehicle to meet the needs of our new, growing community. The program started with evening classes for the adult community. In cooperation with the citizens, a community concert series was arranged. Through the use of county budget funds, a summer recreation program was developed. We also provided facilities and staff for the county community college district for their off-campus classes.

Community Education serves the high school students through a summer school which enrolls 300 young people. We operate a program for gifted elementary students during the summer at the high school. Through the community college courses, our students have an opportunity to participate in individual enrichment in the performing arts. The offerings of the community college help to lighten the load for high school students who work because they can get some of their credits at night.

One of the most important benefits of Community Education is the positive public relations which are developed. The public has an opportunity to see where its tax dollars are going. Retired people who have no children in school receive personal benefit in using equipment and facilities for which they are paying. In cooperation with the Chamber of Commerce, free passes are issued to retired persons to attend all school events free of charge. Community members have an opportunity to get to know the teachers of our regular staff because many of them teach the evening classes for the community college.

Currently, we are re-evaluating our community education program as a result of recent changes in our community:

1. The city recently incorporated.
2. The school system changed from grades 9-12 to K-12.
3. The age composition is changing as many people who purchased lots 10 years ago, are now retiring and moving here.

Community Education's value is illustrated to me by one of our school board members who marvels that our school is open from 7:00 a.m. to 10:00 p.m., and that it is available to the community for much of that time."

* *

Lake Havasu City, Arizona's home for the historic London Bridge, is located along the east shore of Lake Havasu on the Colorado River border of California and Arizona. McCulloch Properties, Inc., established the town in 1963 as a self-sufficient, planned community designed for several thousand residents. Lake Havasu City is the major population center of southern Mohave County, one of the fastest growing counties in the United States.

A center of water recreation activities, Lake Havasu City attracts thousands of visitors from Arizona and California to its calm waters and beautiful beaches. London Bridge and its adjacent English village is the focal point of a multi-million dollar resort complex of shops, restaurants and lodging facilities.

In addition to the leisure industry, Lake Havasu City has several large manufacturing firms. McCullouch, Inc., a division of Black & Decker, employs approximately 1,100 persons in the manufacture of chain saw components and engine parts. Furniture and boat manufacturing are also substantial employers located in the community. Other manufactured goods include counter tops, tools, model aircraft components and clothing.

There are four elementary schools and one high school in the community serving 3,600 students.

"Schools Should Serve Citizens Throughout Life"

Mr. Al Jaurequi, Principal
Frank School, Guadalupe

"I view Community Education as an integral part of the educational process. Because of our unique setting in Guadalupe, it is one way to obtain community support. Community Education provides us an opportunity to talk with parents. It assists us in our public relations efforts by involving parents in the schools' programs and in solving community problems. The Arts and Crafts Guild, which provides training to adults in the community in making saleable arts and crafts items, helped to encourage community members to come to the school. It took three years to convince some people it was alright to come to the school. Also, when children see their parents at school, it reinforces the importance of education.

Many benefits to school occur with Community Education. Some of the benefits evident at this school are:

- o less defacing of the school property than in similar neighborhoods because the community has a pride of ownership in the school.
- o continuation of enrichment programs such as art and music in spite of budget restraints.
- o provision of additional safety and security for our students. By having the community involved at the K-12 level, community members feel free to call us if they see a student in difficulty, or to let us know if something improper is going on.
- o better contact with the community through an additional person, the community education director, attending town council and other organizations' meetings.
- o involvement of community members at the K-12 level through talking to classes, escorting walking field trips, utilizing school space and equipment, and calling in suggestions.

When we look at education – people are paying the taxes for the schools, therefore, they should be entitled to have a school that continues to serve their needs throughout life."

* *

Guadalupe began as a Yaqui Indian village on the outskirts of Phoenix about 100 years ago. The population is largely low income with a 29 percent unemployment rate. In 1975, the community was incorporated and has made considerable strides in improving community services.

The school is part of the Tempe Elementary District. As a result of desegregation action, Frank School in Guadalupe has nearly 350 students bussed in from throughout the area daily. Community Education began in Guadalupe about 12 years ago.

"Community Support To Maintain Outstanding Programs"

Dr. John Waters
Superintendent
Tempe Union H.S.
District

"In Tempe Union High School District our overall goal is to maintain the outstanding program characteristics we've enjoyed. This is done by support from the community in all areas. As finances get tighter and tighter, and the public criticism appears to get sharper and sharper, public confidence, generally, becomes more critical. Community education plays a very valuable role and provides a very real service."

To the extent that we are able to bridge the gap between teachers, kids and school administration in the broader community through community education, we'll be even more able to achieve our objective of maintaining the quality we've had.

One of the biggest unresolved problems in education is communication. An irony of the current scene is that as resources get tighter and tighter, and the need to communicate becomes even greater, the likelihood of having a professional communicator is even more remote. Helping the community understand and appreciate the school becomes a very real problem. I believe every parent that has some involvement with us is more likely to feel more kindly to the school system--more knowledge leads to more understanding, and in turn, to more support.

For students, one of the more specific and direct benefits of community education is the high school division of the program which provides an opportunity for students to pursue all or a part of their regular high school program in the evening. This has been significant in enticing students back in who have dropped out. It also provides an opportunity for students to stay in school who might normally drop out because of having to work. In addition, there are enrichment opportunities for students. There are times when students can't work into their daily schedule all courses they would like to take, so community education provides an opportunity not otherwise available.

For teachers, Community Education is supportive of their teaching role, and enhances it by bringing parents into the schools, and therefore improving communication between teachers and parents as related to specific student problems. On occasion, we offer in-service opportunities for teachers which relate directly to their teaching assignment. Also, recreational opportunities are available for teachers which enhance their quality of life in and out of classes.

A rather significant dimension of Community Education is that which provides special interest classes. We provide virtually any course for which there is sufficient interest--cake decorating, investments, ballet, macrame, provided we have a qualified teacher. A nominal fee is paid by participants to cover the cost of instruction. A variety of avocational and recreational activities for students, parents and teachers is available.

We have a large number of patrons involved in adult education, adult vocational education, special interest classes and classes offered by the community college.

A distinguished relationship in our district is the cooperation that exists with the City of Tempe in the use of facilities. Community Education helps the school district respond to community and school needs. For example, in Tempe, the school district provides the space for high school outdoor sports needs--handball, basketball, etc. In areas where interest is high on weekends and evenings, the city finances the installation of lights and even pays the utility bills. The City of Tempe has financed construction of a swimming pool on space provided by the school district. The pool is heated by the city in the winter. There is no effort to trade funds in rental costs.

Having the community involved directly at school in the school's facilities, using our playground facilities, participating in the many and varied evening programs, I think, enhances community understanding and, therefore, community support for the school district."

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Tempe is located in central Arizona adjacent to Phoenix, and is the home of Arizona State University. During the past twenty-five years, the community grew from a population of 10,000 to over 100,000. Now, however, some schools in the district are experiencing declining enrollment. In addition to the university-related businesses, electronic plants and tourism provide employment. It is also a bedroom community for people who work in other Valley locations.

Tempe Union High School District has four high schools serving 7000 students. The student population represents a variety of ethnic and socioeconomic backgrounds.

"Shared Ownership of the Responsibility For Education"

Merrill Grant, Superintendent
Tucson Unified School
District

"Community Education gives our district a more realistic perception of what the total education process of the district should be. Community Education is less formal, therefore, more productive because it occurs in a different setting. People see each other in different roles through their participation in Community Education activities. They are viewed as more human, less rigid and stereotyped. Creativity increases as a result of the relaxed environment. These experiences can lead to a change in their ideas about what is appropriate for the classroom, and what is essential to be taught.

Community Education extends the use of the school, its programs and ideas. It serves as a vehicle for communication in light of fiscal constraints and provides increased credibility for the district. As an example, a school boundary task force used the Community Education process to recommend changing boundary lines of 57 schools in the district. As a result of the process, the changes were made with no complaints from parents.

Benefits of Community Education are:

- A broad base of support to include those who are not normally involved, not only parents, but the aged and non-parents. Groups which are sometimes anti-school become involved.
- Volunteer programs which encourage parents to be involved in the teacher-child relationship.
- Ownership of the responsibility for education becomes shared between the community and the school.
- The school's programs extend beyond the traditional school day which affects the attitudes of the community toward the school, and the tempo of the school day.
- Creation of greater sensitivity to parental concerns and facilitation of two-way communication.
- Involvement of senior citizens in the ongoing school program by sharing their experiences in traveling, hobbies and skills.
- Cooperative agreements with various agencies such as park and recreation departments, community colleges, organizations and businesses. In this way, community resources are brought into the school to help in the educational process."

"Community Education Builds a State of Trust"

Dr. Lee Starr
Associate Superintendent
Tucson Unified School District

"Community Education has provided our district with some cohesion. Through the paid staff and volunteers, we have developed support, sense of trust, desire to work together, and respect for each other's integrity. Community Education has helped the district in refining its method of working with constituents, and the constituents have learned how to work with the district for the benefit of all concerned.

The district is committed to involving parents in curriculum development and textbook selection which is building a foundation to carry from grade level to grade level. This comes about through Community Education. The superintendent and staff support a policy of parent involvement at each building level.

There isn't any question that the communication and rapport that exists between the school and community is far better than ever; that the schools credibility is better, due to the fact that people sit around the conference table in a state of trust. Our community looked for this type of relationship for a long time.

An unbelievable task we recently faced was the changing of the boundary lines of 57 schools in the district. The community was involved in the process – they gave input, felt free to talk. The community respected the staff because they knew serious consideration would be given to their comments. The task force expected the school board to accept their recommendations, which they did with a 5-0 vote. Previously, this would not have been accomplished in several years.

I think Community Education has spread through parental involvement programs. Having parental involvement develops great support, good will for the school. Volunteers supplement classroom instruction, and help people to be more responsive to the needs of the school. It gives parents a part of the action of their child's education.

Our obligation as a district is to impart to those parents, teachers and administrators not involved in Community Education an understanding that it is an integral part of education.

Community Education, in our community, becomes a community effort to support the schools and what the schools are doing in a very positive form. It is impossible to single out any individual for the development of this support as so much as been done by so many. In some schools, 90 percent of the parents have received honors for their involvement."

"Parents Are the First and Best Teachers"

Dr. Mary Belle McCorkle
Assistant Superintendent
Tucson Unified School District

"Community Education relates to the overall goals of this school district, especially in the areas of involvement, parents and the community in the educational process. Through communicating effectively, and by involving parents, the community sees what happens in school and the complexities of doing the work with the students.

A direct benefit of Community Education is that the parents feel they own the school – it becomes theirs. The parents are directly concerned in the leadership of the school – in budget decisions, discipline policies, new programs, enrichment areas such as art, music, and the affective areas such as counseling, time management, and self-concept building. As the parents become more educated, the children are more educated. When the schools need support, the parents serve as an advocate group.

Community Education also enriches the curriculum and provides expertise beyond the classroom, and involvement in the school for family members. Activities from the evening program are often incorporated into the day program and vice versa. In the Community Education models in our district, parents are involved in many ways – in the classroom, as advisors, on field trips, and in career days. Participants originally involved in Community Education activities now serve as the training ground for developing these public process skills. Teachers, in turn, receive leadership training in working with parents.

Parents are the first and best teachers of their children. We build on that philosophy. Parents own the schools. We need to remember that!"

* *

Tucson Unified School District serves 55,000 students in 99 schools. Located in the second largest city in Arizona, the district is experiencing decline in some areas in spite of the overall rapid increase of population of the city. The principal economic activities are federal, state, and local government, light manufacturing, tourism and mining.

The goals of the district are: develop, implement, and evaluate a K-12 curriculum; improve curriculum/instructional leadership; communicate effectively; involve the parents and the community in the educational process; and organize effectively.

"Community Involvement in the Curriculum"

Fred J. Sughrue, Deputy
Associate Superintendent
Arizona Department of
Education

"An important thrust of the Arizona Department of Education is the involvement of parents and the community in the education of children. Community Education plays an important role in this endeavor through bringing volunteers into the schools, locating special speakers, and finding community resources for the classroom. Parents are involved as partners in helping children learn the Basic Skills.

At the K-12 level, teachers and students can be assisted in several ways through Community Education. A "Human Resource Bank" could be compiled by the Community Education Office. The "Bank" lists individuals in the community who are willing occasionally to come into the classroom to talk on a particular subject, demonstrate a skill or craft, share an experience or hobby, show slides or artifacts from a trip.

The Community Education Office could also identify resources in the community and assist in arranging field trips or individual visits to such potential learning sites. Many businesses are willing to donate discarded items that are useful in classroom projects.

As important as the direct assistance to the teacher and student provided through Community Education, is the encouragement of parent and community involvement in the school. As fewer and fewer households have children in school, their knowledge and understanding of the school's goals diminishes. With less understanding comes less support, both financially and emotionally, of the school. Community Education provides a way to maintain that communication link with all members of the community. In turn, the community members are more willing to provide the support the school needs."

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"The Community as an Ally, Not Adversary"

Dr. George Babich
Associate State Chair
Arizona North Central
Association

"With few exceptions, goal statements for many school districts are stated in an altruistic fashion without clear indications of the most effective methodologies for implementation. This, the gray area between stated goal and desired outcome, is where most systems falter. It is here where Community Education can and should be called upon to make its greatest impact. Whether we speak in terms of improved communications, program continuation and improvement, or other aspects related to school service, Community Education can and should be considered as an available alternative.

Teachers and students can gain immeasurable assistance through Community Education efforts. As a resource service, parents and other community members can share their professions, hobbies, talents and skills with classes on a regular or short-term basis. Assistance in the classroom with clerical, material preparation, individual and/or small group tutoring and activity monitoring, under the direction of a certificated teacher, can prove fantastic! Besides the obvious supervision and control benefits associated with additional adults in the classroom, the always-desired additional regular teacher time available for individual and small group attention can become a reality. Finally, the exposure of what schools today are all about can create additional community support as members from the community experience and share what's good with education with those about them.

Community advisory councils have begun to spring up in schools across the state. As the name implies, the "advisory" capacity can bring about effective two-way communication between the school and staff and the parent, non-parent, anglo and other ethnicity, business, and senior citizen populations within a given community. Through a first-hand assessment of community concerns and priorities, schools can better offer programs, experiences, and alternatives for students and adults alike, using the neighborhood "Community School" as a meeting place. The opportunity for discussing implications of a broad nature with school officials demonstrates the willingness of a school to be aware and appreciative of the community perspective. When a greater sampling of the community pulse becomes desirable, this same council can provide tremendous assistance in the formulation, distribution, and tabulation of various kinds of data. In addition, traditional surveys, town meetings, and neighborhood coffees take on a positive sense of "kinship" as school and community share the responsibility of a common good.

Once there is acceptance of the endless possibilities available through <u>true</u> Community Education, possibilities of a much greater magnitude than the myopic perspective of "adult classes held in neighborhood schools," we, as a profession, will regain the public support that has dwindled in recent years. As boards of education, building administrations, and teachers more fully respect their community as a vital and resourceful ally rather than as an adversary, then and only then, will public education truly re-become . . . public education."

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The Arizona North Central Association evaluates elementary and secondary schools throughout the state for their effectiveness in meeting association standards for quality. The

visitations are conducted by teams of administrators, teachers, university professors and state education department staff. Their recommendations are forwarded to the North Central Association for approval for accreditation.

Dr. Babich has been an advocate of Community Education for many years: first, as a teacher who involved parents and other community members in the classroom on a regular basis; and then, as a Community Education Coordinator in three different elementary schools in the Tucson Unified School District. Currently, he is involved in communicating an awareness of the merits of Community Education to prospective teachers in his university classes and to the many administrators throughout the state who seek new or continuing accreditation for their schools.

Dr. Babich has also served as an evaluator of state educational agency proposals for Community Education funding for the U.S. Office of Education in Washington, D.C.